Welcome to Today's Webinar!

Substance Abuse Prevention in Schools

This event will start at 11:00 am EDT.

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Welcome to Today's Webinar

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Q&A
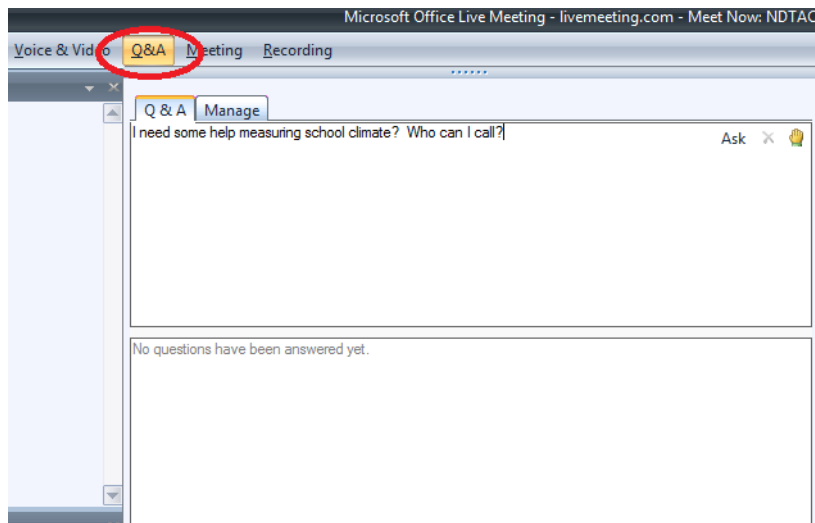
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Evaluation

An event evaluation will appear as the last slide in the presentation. Please input your answers *directly* into the slide. All answers are *completely anonymous* and are not visible to other participants.

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The Safe and Supportive Schools Technical Assistance Center

- Funded by the U.S. Department of Education's Office of Safe and Healthy Students.

- Provides training and support to states, including 11 grantees funded under the Safe and Supportive Schools Program and other state administrators; administrators of districts and schools; teachers; support staff at schools; communities and families; and students.

- Goal is to improve schools' conditions for learning through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments.

*The content of this presentation was prepared under a contract from the U.S. Department of Education, Office of Safe and Healthy Students to the American Institutes for Research (AIR). This presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor do they imply endorsement by the U.S. Department of Education.

Safe and Supportive Schools Website

http://safesupportiveschools.ed.gov

Polling Question #1

Which of the following best describes your current role?

- ❑ State Education Personnel
- ❑ District or School Administrator
- ❑ Teacher or School Support Staff
- ❑ Community or Family Representative
- ❑ Researcher
- ❑ Federal Employee
- ❑ Other

Polling Question #2

Which of the following best describes the PRIMARY reason you chose to participate in today's session?

- ❏ You are responsible for providing leadership on substance abuse prevention and are looking for information to inform your practice.
- ❏ You are gathering practical information and strategies on substance abuse prevention to teach to, or share with, colleagues.
- ❏ You are gathering information to inform your own professional practice in substance abuse prevention.
- ❏ More than one of the above.

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Effective Substance Use Prevention in Schools

Dr. William B. Hansen, Tanglewood Research, Greensboro, NC

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Objectives for today's session

1	Explore current trends in substance use among American youth.
2	Review the latest evidence on effective prevention practices.
3	Identify strategies for strengthening current practice in substance abuse prevention.

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Onset of Substance Use

Rate of substance use by grade

Current Trends in Substance Use

Evidence on Prevention Practices

Strategies for Strengthening Prevention Practices

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Trends in Marijuana Use

Marijuana use by year

Current Trends in Substance Use

Evidence on Prevention Practices

Strategies for Strengthening Prevention Practices

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Trends in Cigarette Use

Cigarette use by year

Current Trends in Substance Use

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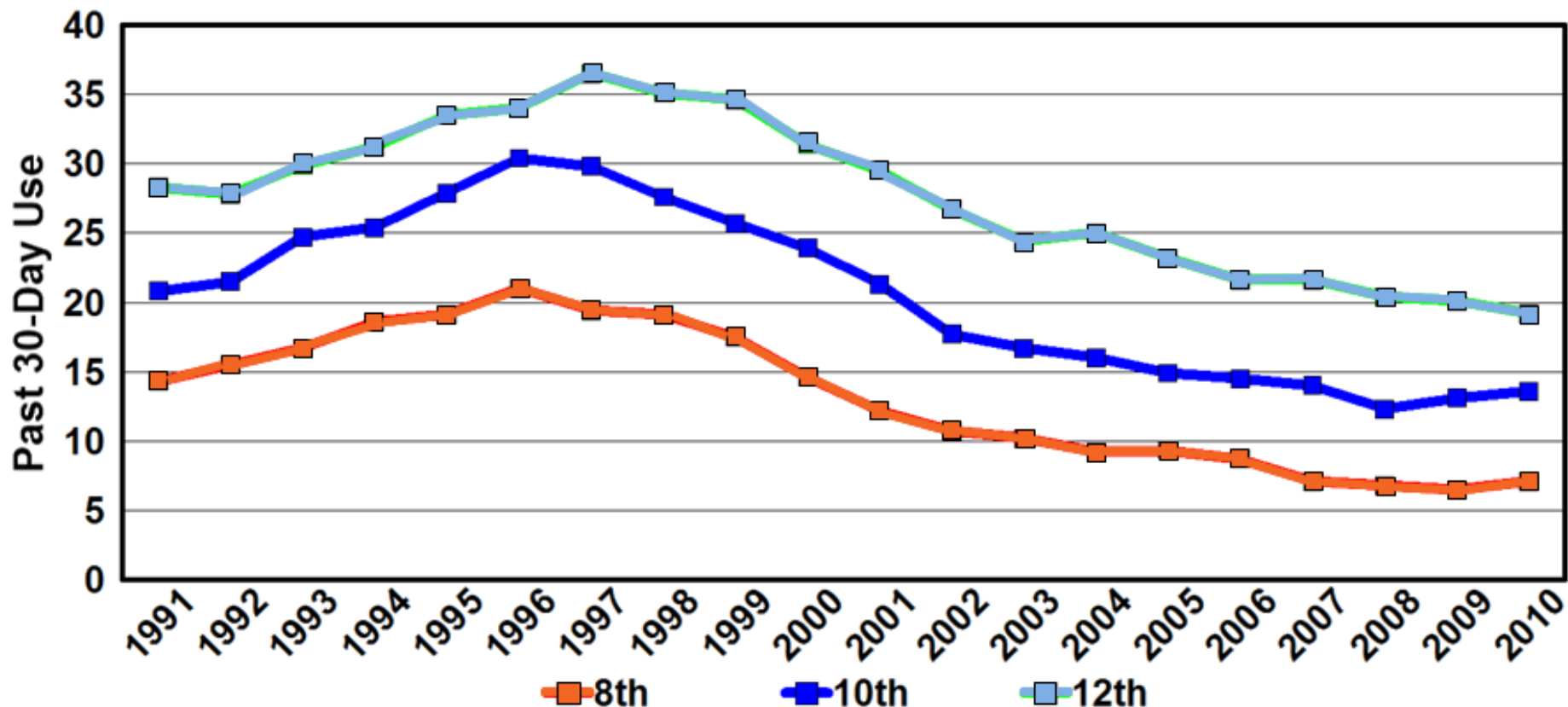
Substance Use Among Dropouts

Current Trends in Substance Use → Evidence on Prevention Practices → Strategies for Strengthening Prevention Practices

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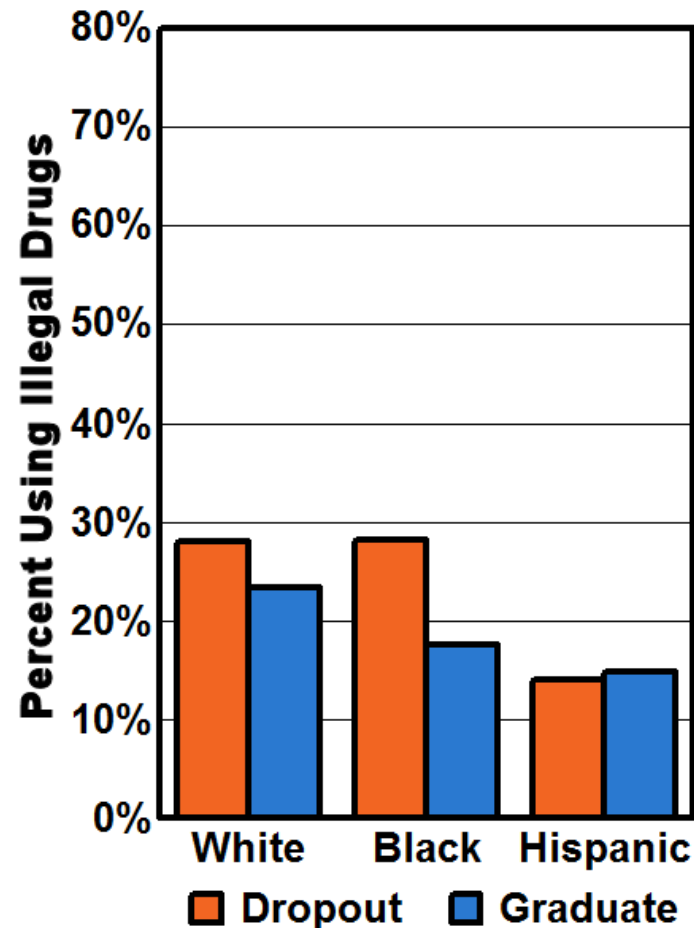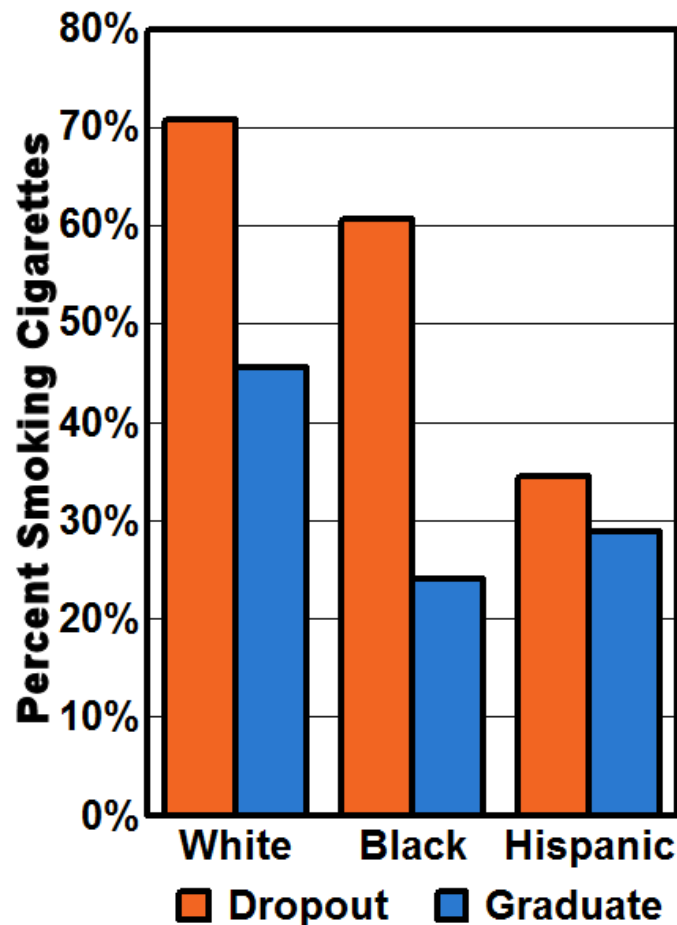
Which type of substance abuse is of GREATEST concern to you and your staff for the students in your school(s)?

- ❑ Tobacco
- ❑ Alcohol
- ❑ Marijuana
- ❑ Inhalants
- ❑ Prescription/over-the-counter drugs
- ❑ Other Drugs
- ❑ More than one of the above

Current Trends in Substance Use

Evidence on Prevention Practices

Strategies for Strengthening Prevention Practices

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Conclusions

What do these findings tell us?

- Substance use prior to middle school is rare.

- Beginning in middle school, the prevalence of commonly used substances (alcohol, tobacco, marijuana, prescription and over-the-counter drugs) increases dramatically.

- Prevalence continues to increase throughout middle school and high school.

- The intensity of use also increases.

- Cigarette smoking is at its lowest level in over 30 years.

- Alcohol continues to be the most widely used substance.

- Marijuana use is on the increase and is now more prevalent than smoking cigarettes.

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Evidence on Prevention Practices

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Implications

What are the practical implications of these findings?

- Substance use affects students' motivation and ability to learn.

- Substance use changes the culture and climate of a school.

- Prevention may be most appropriately timed to begin in middle school.

- Prevention should continue throughout the middle school years and continue in high school.

- With limited dollars and time, schools should adopt the most cost-beneficial strategies.

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Case 1: Delayed Onset

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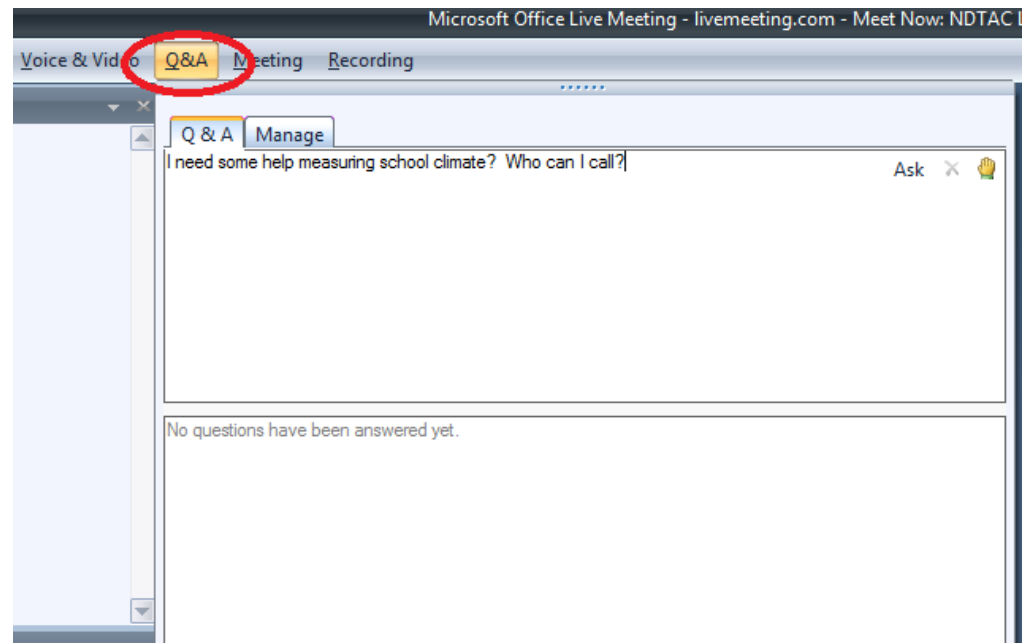
Three Goals of Substance Use Prevention

Case 1: Delayed Onset

Case 2: Quitting

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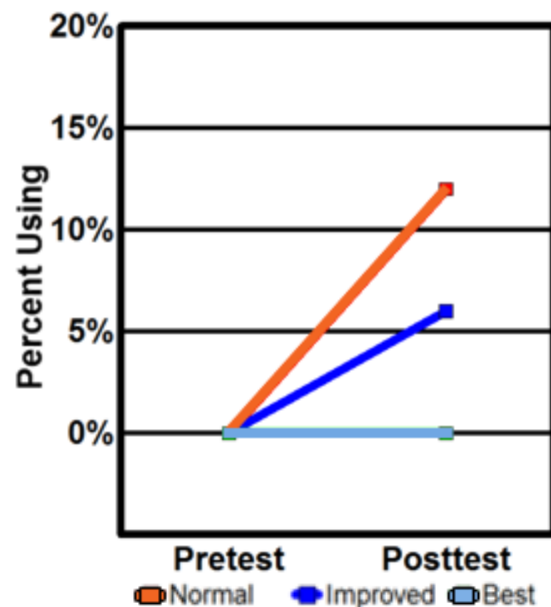
Case 1: Delayed Onset
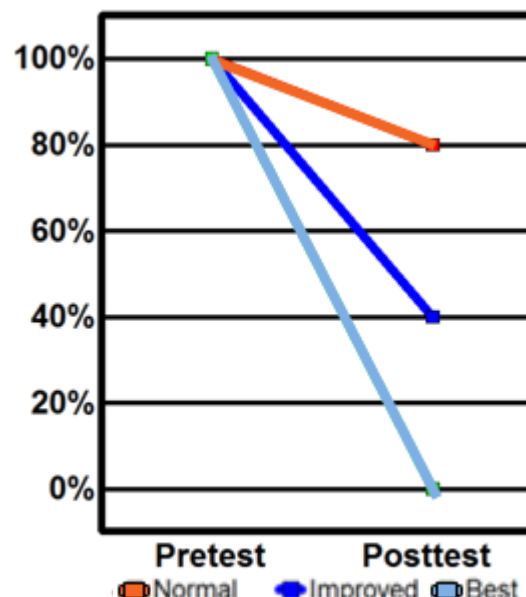
Case 2: Quitting
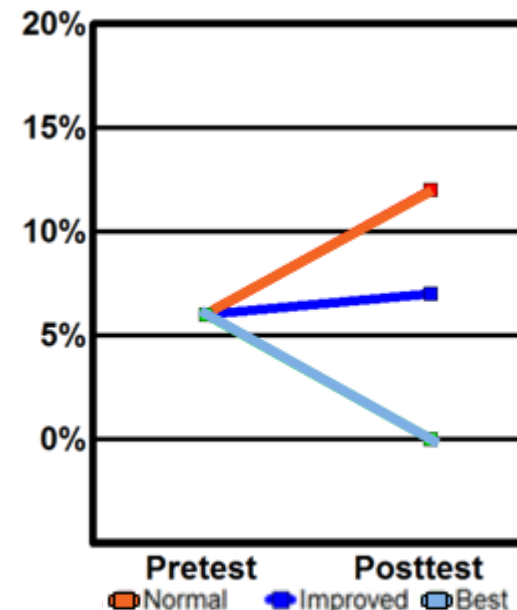
Case 3: Change in Prevalence

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How Prevention Interventions Work

Substance use prevention programs work by changing modifiable risk and protective factors – **mediators.**

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How Prevention Interventions Work

Substance use prevention programs are characterized by their mediators.

Mediator \ Program	All Stars Core	Keepin' It REAL	Life Skills Training	Positive Action	Project ALERT	Quest
Anger Management				✔		✔
Attitudes About Use	✔		✔		✔	
Beliefs about Consequences	✔	✔	✔	✔	✔	✔
Bonding to School	✔					✔
Commitment to Not Use Substances	✔					✔
Communication Skills		✔	✔			✔
Decision Making Skills		✔	✔	✔		✔
Goal Setting Skills	✔		✔	✔		✔
Non-Use Norm	✔		✔		✔	✔
Parental Monitoring	✔					
Resistance Skills		✔	✔	✔	✔	✔
Social Skills			✔	✔		✔
Stress Management			✔	✔		✔
Values	✔			✔		

Current Trends in Substance Use > Evidence on Prevention Practices > Strategies for Strengthening Prevention Practices

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How Prevention Interventions Work

Two Types of Mediators

Skills	Motivators
Anger Management Communication Decision Making Goal Setting Resist Peer Pressure Social Skills Stress Management	Attitudes about Use Beliefs about Consequences Bonding to School Commitment to Not Use Non-use Norms Parental Monitoring Values

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Which mediators are you most comfortable addressing in school-based substance abuse prevention programs?

- ❑ Skills
- ❑ Motivators
- ❑ Both equally
- ❑ Uncertain

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Characteristic Changes in Mediators
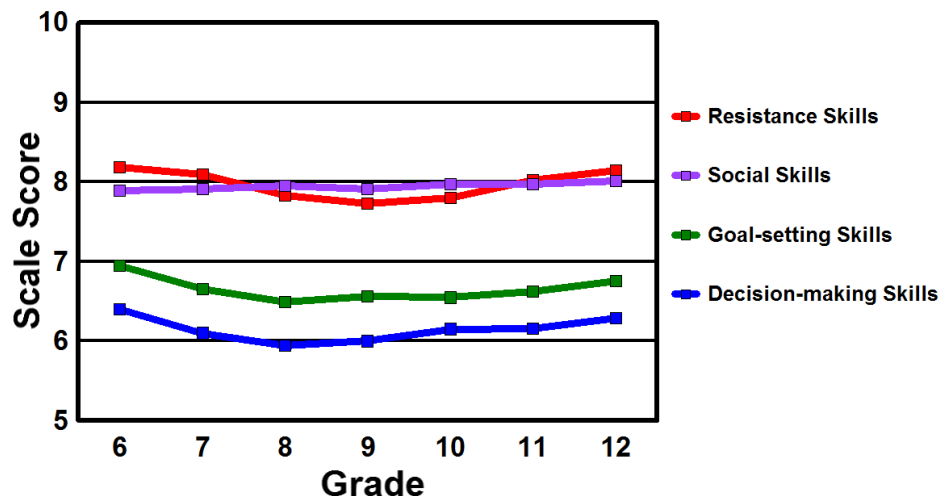
Skills

- Skills change very little as students grow older
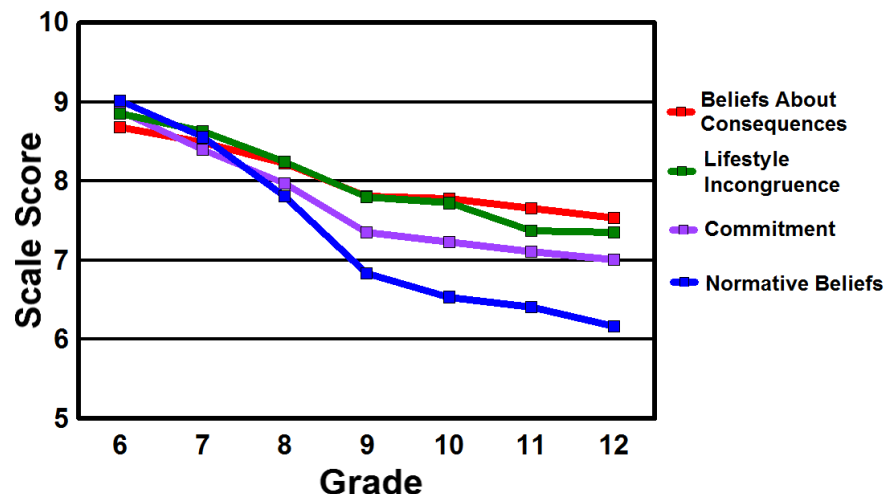
Motivators

- Motivational qualities tend to erode as students grow older

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Skills are generally poor predictors of substance use.

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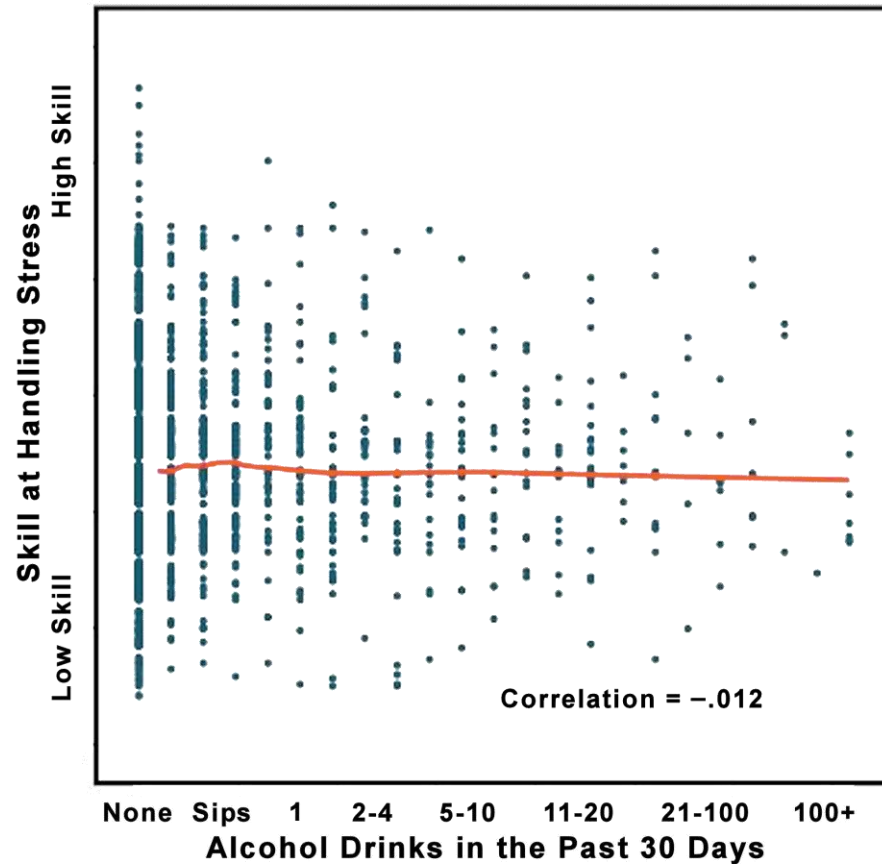
Motivators are generally good predictors of substance use.

Correlation = −.358

Perceived Peer Norms about Use — Use is Unacceptable / Use is Acceptable

Alcohol Drinks in the Past 30 Days — None, Sips, 1, 2-4, 5-10, 11-20, 21-100, 100+

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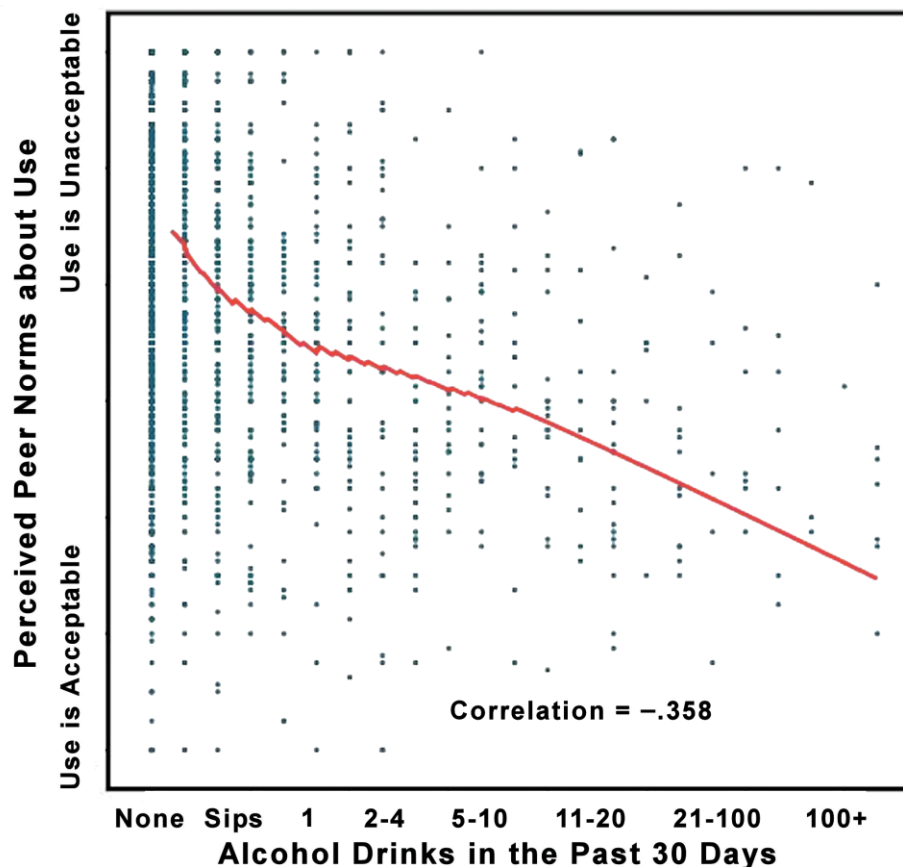
A belief that use is normal develops early among those who use.

Estimates of Peer Group Prevalence

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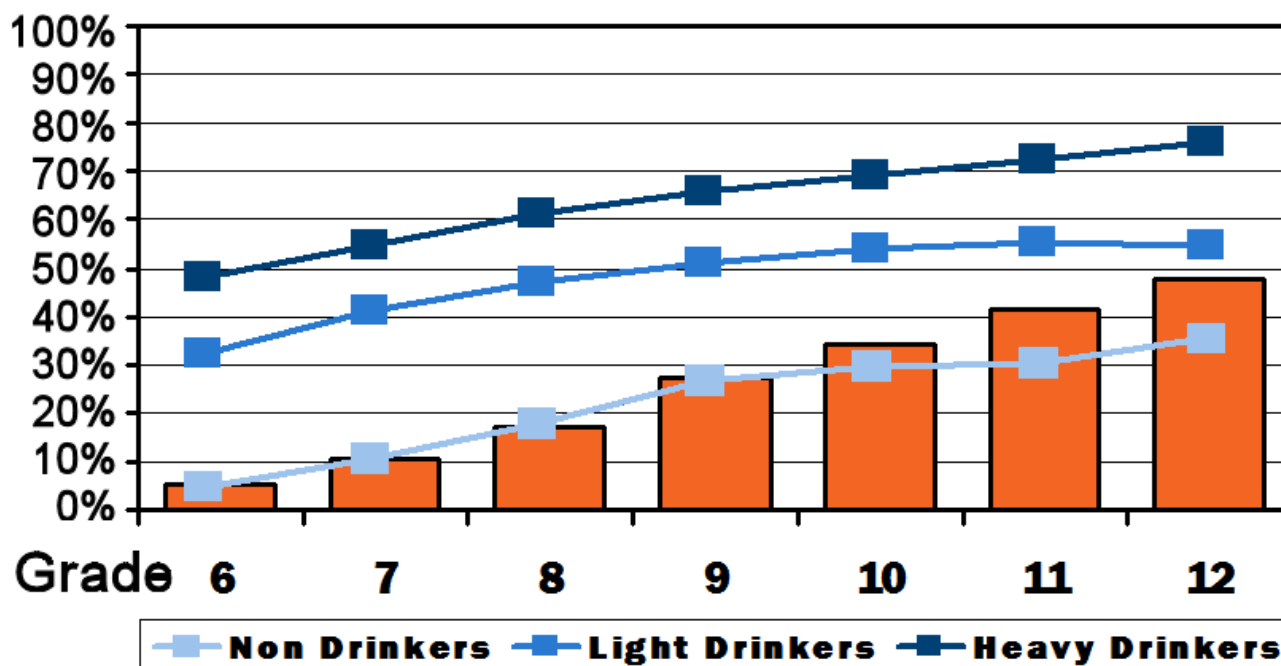
Results of Four Interventions

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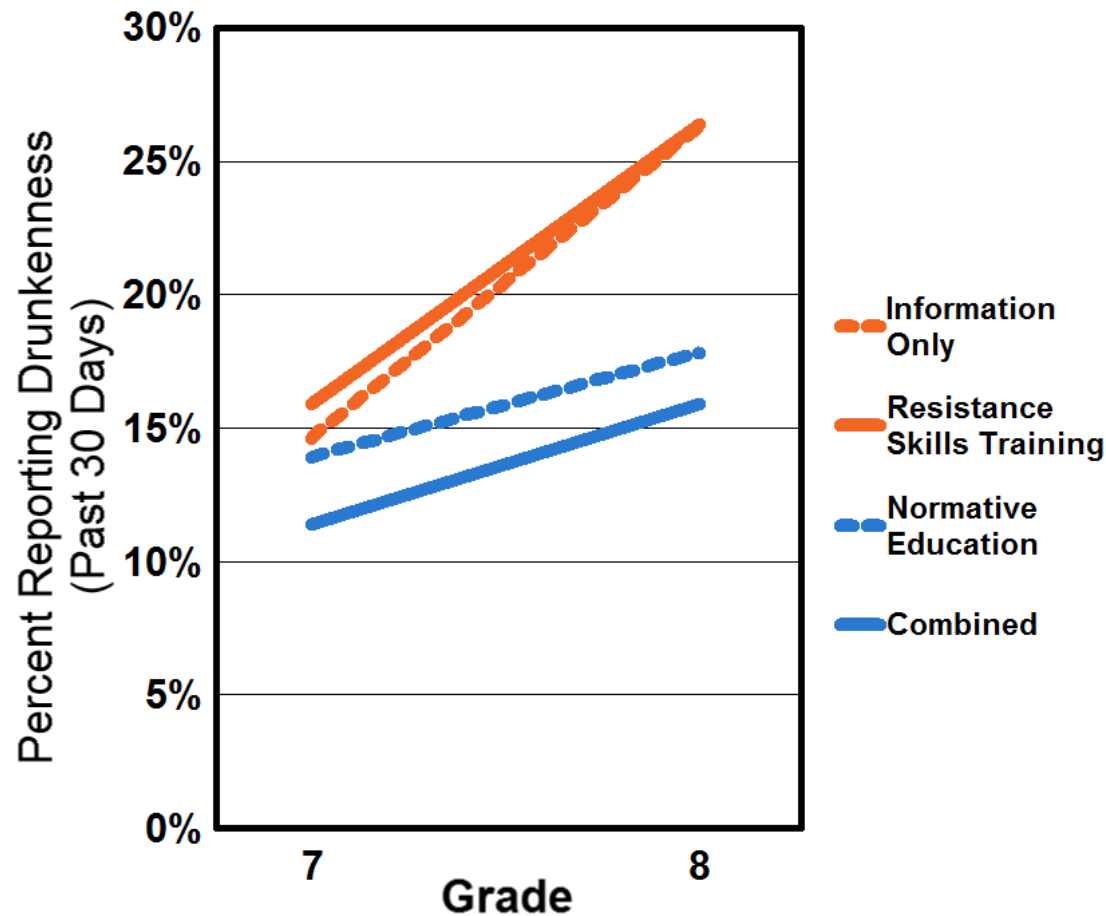
How Prevention Interventions Work

Normative Education drug prevention outcomes were achieved by changing normative beliefs.

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Implications
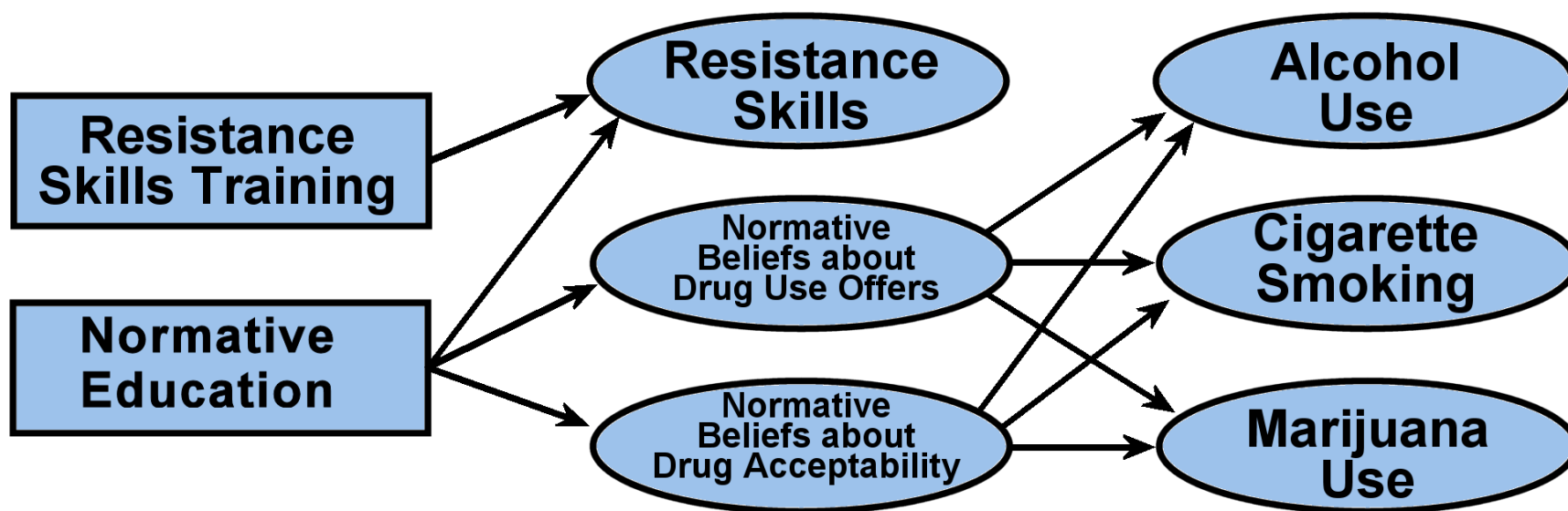
What does research on mediators mean?

- **Motivators are the most reliable predictors of substance use.**
  - Attitudes about Use
  - Beliefs about Consequences
  - Bonding to School
  - Commitment to Not Use
  - Non-use Norms
  - Parental Monitoring
  - Values

- **Changing motivators should be the primary focus of intervention.**

- **Skills are generally poor predictors of substance use.**

- **Improving skills should be a secondary focus of intervention.**

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Questions?

If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.

Strategies for Strengthening Practice

Assess

Decide

Train

Implement

Evaluate

Strategy for Continuous Improvement

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Strategies for Strengthening Prevention Practices

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Which stage of the strategic planning model is your school currently focused on?

- ❑ Assessing substance abuse programs for implementation
- ❑ Deciding between programs already assessed
- ❑ Training staff in implementation
- ❑ Implementing the program(s)
- ❑ Evaluating current program(s) for effectiveness

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Strategies for Strengthening Practice

Practical Strategies

- **Assess your current status:**
  - What do students need?
  - What programs exist?
  - Are existing programs effective?
  - What policies exist?
  - Are existing policies effective?
  - Do you have data to determine program and policy effectiveness?

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Strategies for Strengthening Practice

Practical Strategies

- **Decide what to do:**
  - Adopt an evidence-based program
  - Change to a new program
  - Develop your own intervention
  - Improve implementation
  - Get broad support

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How Prevention Interventions Work

There are two approaches to intervention.

Evidence-Based Programs	Locally-Developed Programs
• Theoretical & empirical support • Quality materials • Training and support • A wide-variety available • Pretest-posttest surveys • Fidelity assessments	• Evidence-based programs don't address all needs • May capitalize on insights about local issues • May target mediators better than packaged programs

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Strategies for Strengthening Practice

Programs differ in their effectiveness.

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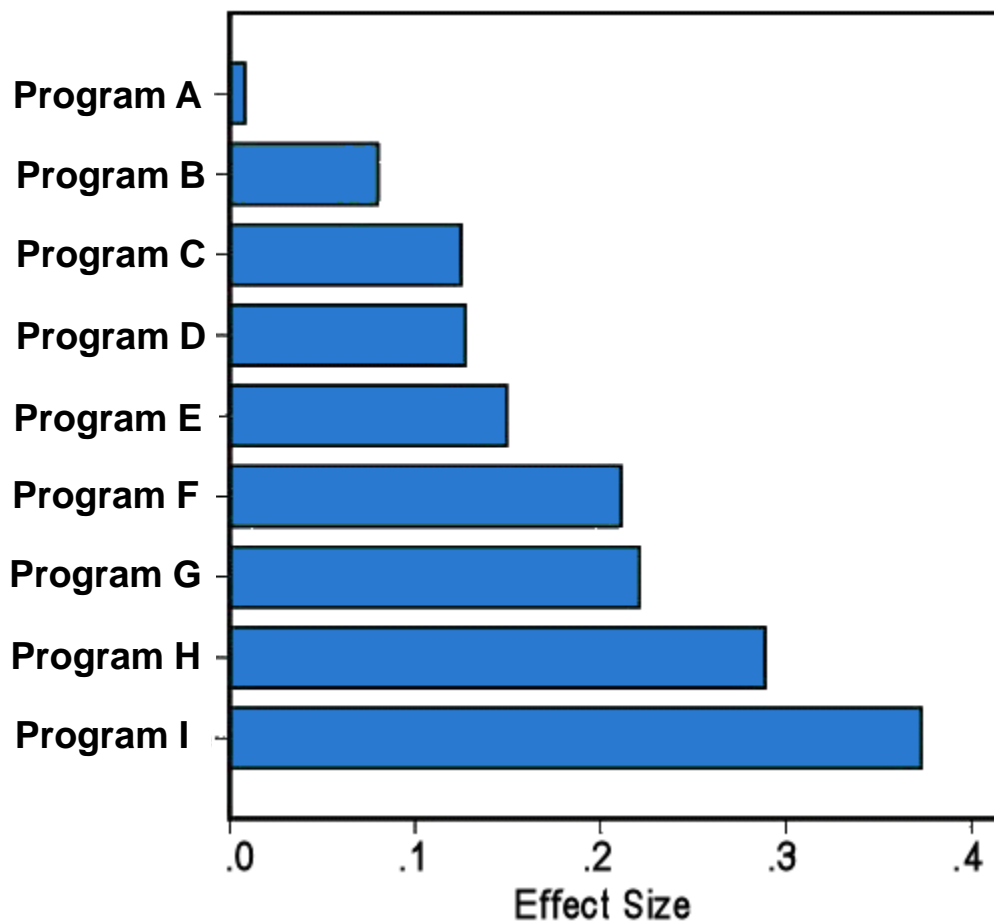
Programs differ in their estimated cost-benefit.

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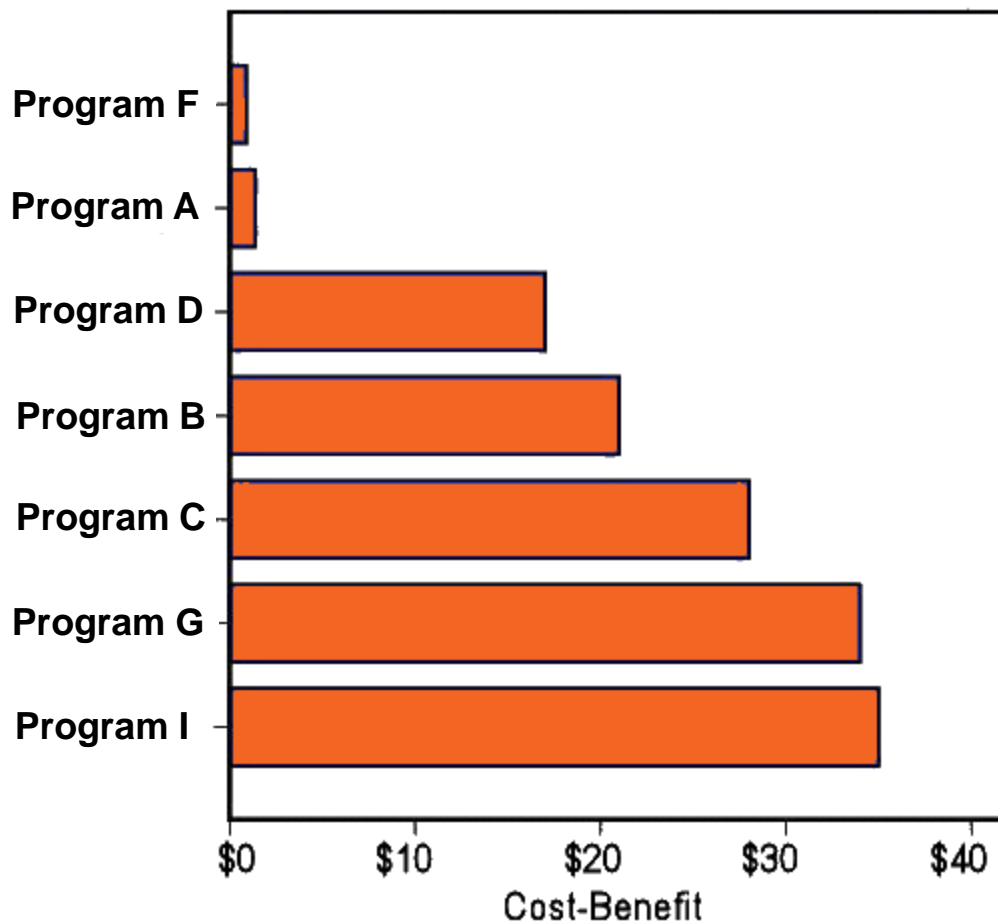
Practical Strategies

- **Get Training:**
  - Enroll in introductory and refresher trainings
  - Define roles for all staff
  - Develop a plan for mastery
  - Complete additional personal study

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Practical Strategies

- **Implement well:**
  - Teach programs with fidelity
  - Implement policies faithfully

Implement

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Strategies for Strengthening Practice

Fidelity and Quality of Implementation

High fidelity is achieved when:

- Protocol is followed

- Delivery is complete

- Student-centered objectives are fulfilled

- Students are actively engaged and involved

- Teachers teach with skill and understanding

- Adaptations are minimized

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The effects of high fidelity

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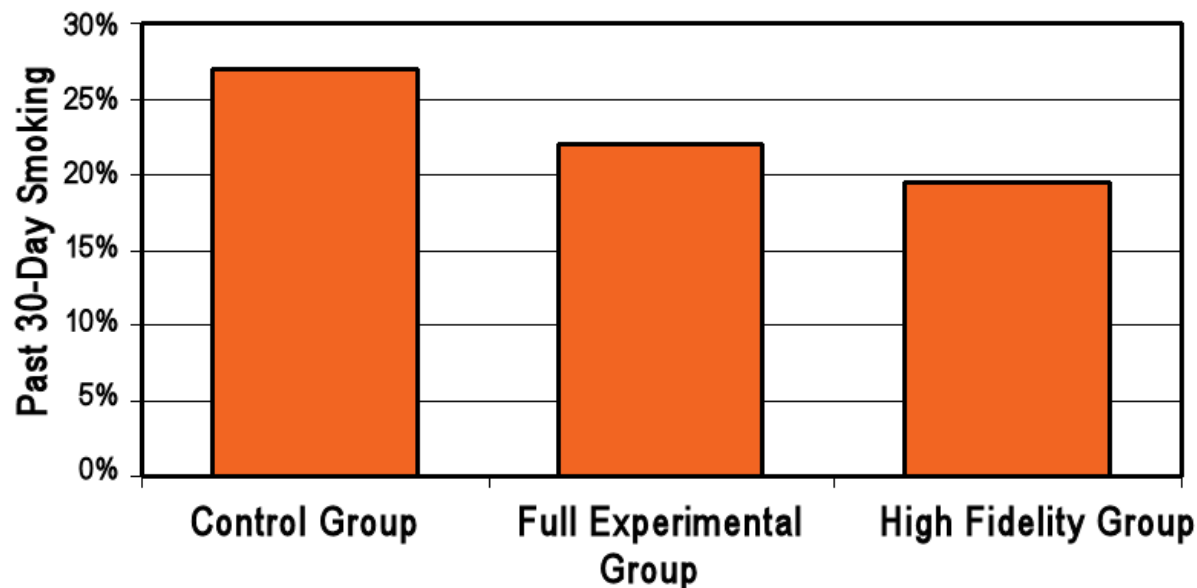
Adaptation Study

- 9 teachers delivered All Stars Core

- 3 consecutive years of teaching (total of 27 classes)

- Each teacher videotaped all lessons (total of 325 lessons)

- Pairs of observers
  - Rated fidelity
  - Documented adaptations
  - Rated adaptations (Valence)

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Adaptation refers to changes teachers introduce when they deliver a program.

Changes in Methods
▪ How things are done ▪ Instructions given to students ▪ New steps and activities ▪ Added or altered questions ▪ Added examples and personal stories

Changes in Messages
▪ Messages about attitudes or norm not called for ▪ Motivational messages ▪ Messages teaching new skills ▪ Messages introducing new concepts

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Adaptation refers to changes teachers introduce when they deliver a program.

Changes in Methods	Changes in Messages
▪ How things are done	▪ Messages about attitudes or norm not called for
▪ Instructions given to students	▪ Motivational messages
▪ New steps and activities	▪ Messages teaching new skills
▪ Added or altered questions	▪ Messages introducing new concepts
▪ Added examples and personal stories	

Average = 4.9 per lesson
Minimum = 1.9 per lesson
Maximum = 9.1 per lesson

Average = 1.0 per lesson
Minimum = 0.1 per lesson
Maximum = 2.5 per lesson

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How adaptations were judged in 27 classes

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Strategies for Strengthening Practice
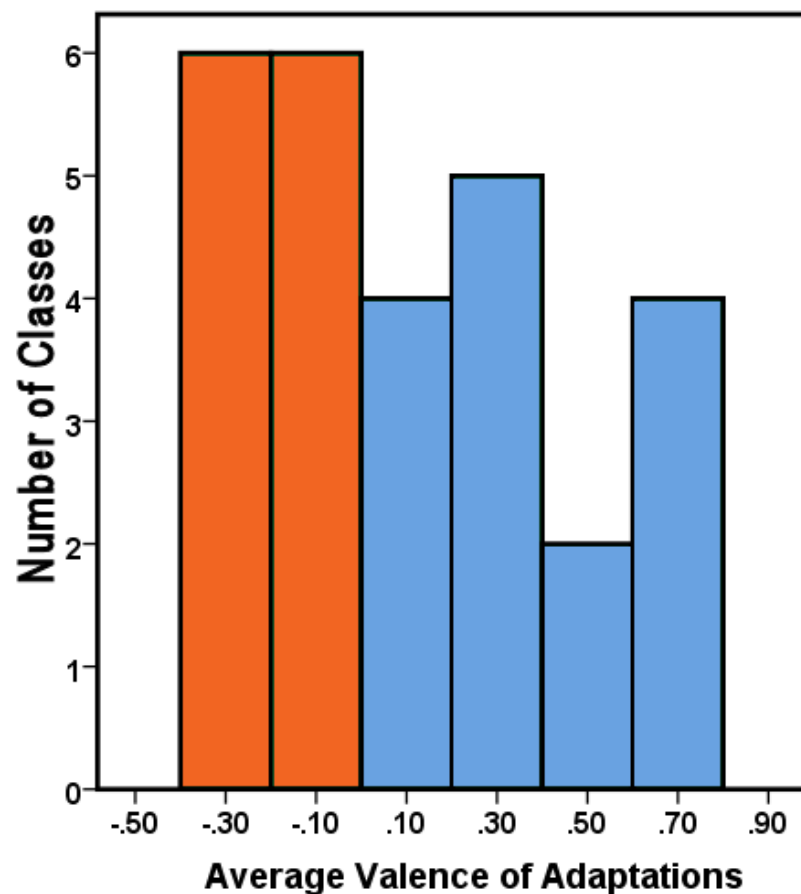
Classrooms in which teachers made few but positive adaptations resulted in superior outcomes.

Group	Classrooms	Percent of Students Who Remained as Non-Users
Frequent-Negative Adapters	7	60%
Frequent-Positive Adapters	6	52%
Infrequent-Negative Adapters	5	56%
Infrequent-Positive Adapters	**9**	**80%**

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The relationship between adaptation valence and objectives

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Strategies for Strenghtening Practice
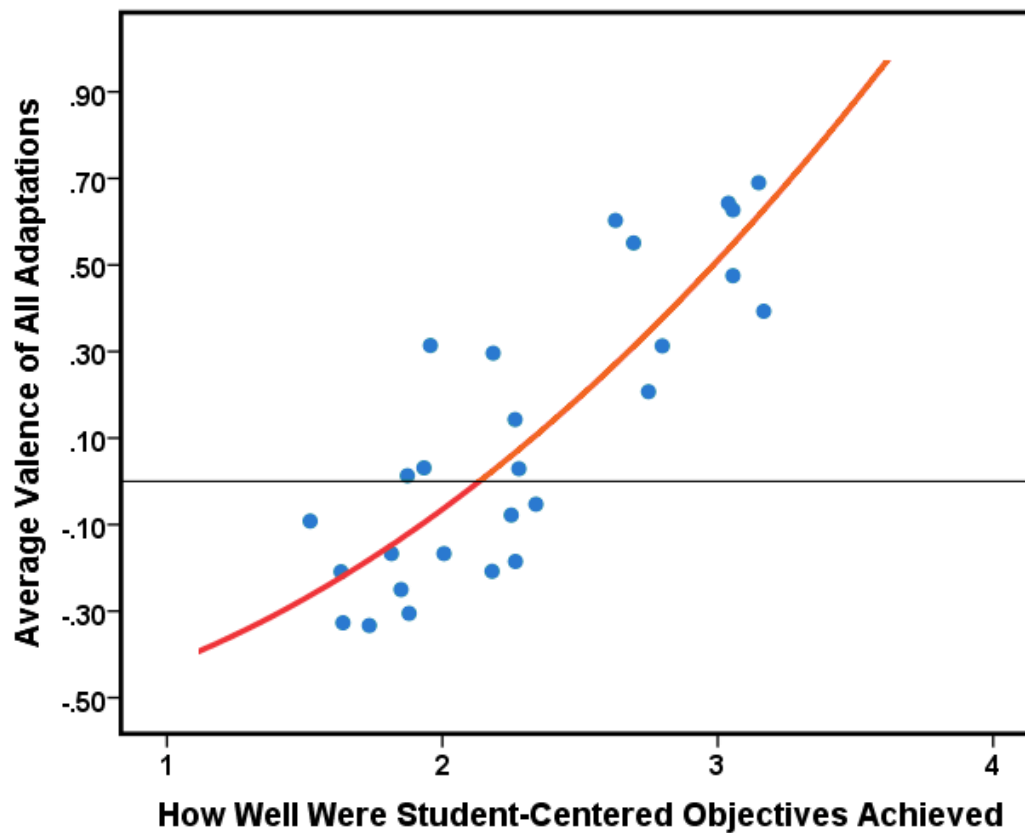
Practical Strategies

- **Evaluate effectiveness:**
  - Student pretest-posttest surveys
  - Teacher fidelity surveys
  - Record keeping related to policies

Evaluate

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Strategies for Strenghtening Practice

Student Pretest-Posttest Surveys

- **Standardized for evidence-based programs**
  - Assess targeted mediators
  - Asses targeted behaviors

- **Easy to administer**
  - 20 minutes for the pretest
  - 20 minutes for the posttest

- **Informed consent**
  - Required if illegal behaviors are assessed
  - Can be "opt out" if student's identities cannot be linked with data

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Strategies for Strenghtening Practice

Assessing Fidelity

- **Standardized forms for evidence-based programs**

- **Teacher self-report**
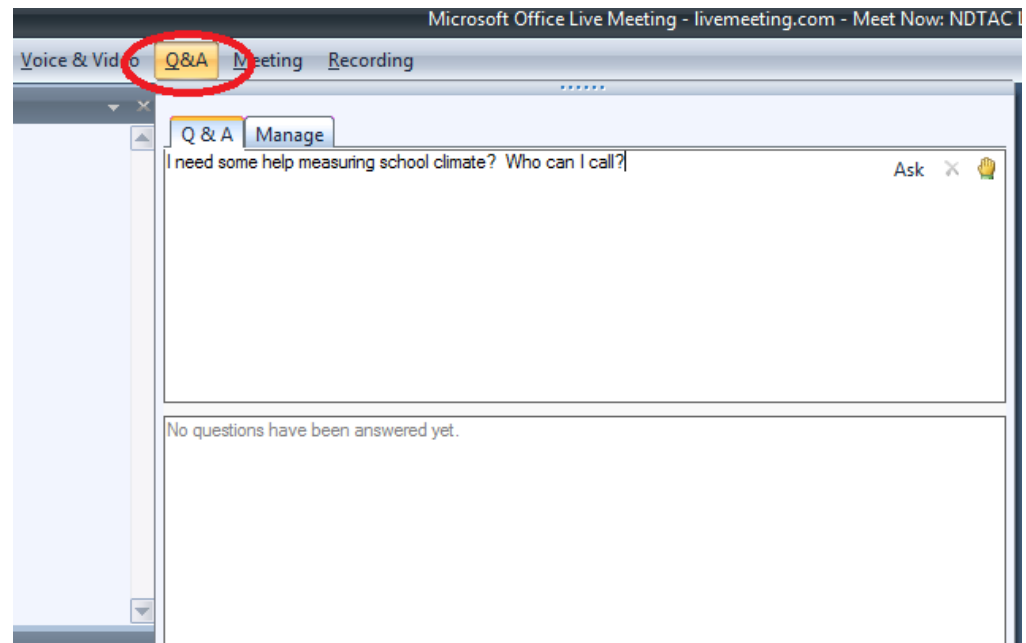
- **Observer rating**
  - Live
  - Video recording

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Questions?

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Citations

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Upcoming Webinars

- **Evaluating the Reliability of Surveys and Assessments**
  October 25, 2011   4:00 pm − 5:30 pm ET
  October 26, 2011   11:00 am − 12:30 pm ET

- The FY11 schedule of Safe and Supportive Schools TA Center Webinars will be posted as soon as it is available.